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ABSTRACT

School reform leaders in Chicago (Illinois), Denver (Colorado), New York (New York), Seattle (Washington), Philadelphia (Pennsylvania), and Los Angeles (California) created the Cross City Campaign to work for the improvement of urban education so that all students are prepared for postsecondary education, work, and citizenship. This paper, from the Working Paper series of the Campaign, discusses various definitions of community and the types of school and community collaborations. It also identifies a conceptual framework for understanding the assumptions and activities for each type of community involvement. Review of hundreds of examples of school and community partnerships suggests that they are characterized by at least five different emphases. Although there is some overlap among these categories, the following emphases are commonly found: (1) provision of services to meet youth needs; (2) schools and community as educational partners; (3) schools and community as partners in youth development; (4) school and community collaborations for community and economic development; and (5) redefining schools as educational and participatory communities. Collaborations that view schools and communities as vital partners seem to have significant promise for urban school reform. Six case studies illustrate some partnerships in action. A list of 42 resource organizations is attached. (Contains 16 references.) (SLD)

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